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# Factors Impacting the Usage Intention of Learning Management System in Higher Education

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## Abstract

**Purpose:** The purpose of this research is to examine the factors impacting the usage intention of the Learning Management System (LMS) in higher education of Sichuan, China. **Research design, data and methodology:** Sample data was collected by using quantitative method and questionnaire as a tool. Item-Objective Congruence and pilot test were adopted to test the content validity and reliability of questionnaire before distribution. Data was analyzed by utilizing Confirmatory Factor Analysis and Structural Equation Modeling to validate model's goodness of fit and confirm the causal relationship among variables for hypothesis testing. **Results:** The study has found that the conceptual model was able to predict the behavioral intention (BI) to use LMS in higher education. Perceived Usefulness (PU) and Attitude Towards Using (ATU) are two key antecedents of BI to use LMS. **Conclusions:** PU was the strongest predictor of BI to use both directly and indirectly, which PU was driven significantly by service quality, information quality, and system quality. Therefore, this study suggested that developers of LMS course and management of higher education institutions should focus on improving the quality factors of LMS for students to perceive the system as useful and would further formulate favorable attitude and behavioral intention toward using LMS.

**Keywords :** Learning Management System, Higher Education, Behavioral Intention to Use, China

**JEL Classification Code:** A22, I23, L86, M10

## 1. Introduction<sup>1</sup>

Information and Communications Technology (ICT) has been applied in various areas of society, which tremendously changed all aspects of life. Among them, ICT usage in the field of education is known as educational technology (Wong, 2016). Educational technology refers to the usage of information technology for teachers and students to conduct teaching and learning including curriculum development, and professional development in academic institutions all around the world for many years (Usluel et al., 2008). Electronic learning (e-learning) is

inevitable in the teaching environment. The high-speed internet is then important and create a requirement for teachers and students to have for accessing online materials. The Learning Management System (LMS) is a kind of computer software, which was regarded as an essential tool for electronic teaching and learning. Nichols (2003) indicates that LMS is a group of electronic learning (e-learning) tools used through a shared management interface. Alias and Zainuddin (2005) define LMS as a web-based technology, which advances the learning process through rational planning, application, and assessment in educational institutions.

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